

Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction



**The Arizona Department of Education  
Exceptional Student Services**

# **2006 Director's Institute**

## **Shifting Gears**

**October 30 - November 1, 2006**

**Carefree Conference Resort and Villas  
Carefree, AZ**

**For Information, please contact  
(602) 542-3184 or  
CSPD@azed.gov**



**State of Arizona  
Department of Education**

**Tom Horne  
Superintendent of  
Public Instruction**

Dear Conference Attendees:

On behalf of the Arizona Department of Education, Exceptional Student Services, Comprehensive System of Personnel Development, we would like to thank each of the committee members who contributed to the development, design and implementation of the 2006 Director's Institute, "Shifting Gears." The conference will focus on the regulations and the increased accountability with federal laws.

The Committee extended its time and expertise to put together a meaningful learning experience for all the participants. The following committee members are to be recognized for all of their hard work: Kay Abram, Lisa Andrew, Cande Barfuss, Laura Bistrow, Lorie Gerke, Rene Ground, Joanne Phillips, Aanya Rispoli, and Alissa Trollinger. Without the leadership of the committee members and their contributions, this type of activity could not occur.

Sincerely,

Tom Horne  
Superintendent of Public Instruction

Miriam Podrazik, Director  
Comprehensive System of Personnel Development (CSPD)

# 2006 Special Education Director's Institute

## Shifting Gears

### Program Schedule

#### Monday, October 30, 2006

Directors Strand		Secretaries Strand
	Saguaro I-V	Saguaro I-V
9:00am - 9:15am	Welcome - Joanne C. Phillips	Welcome - Joanne C. Phillips
	Saguaro I-V	Cholla
9:15am - 11:30 pm	The New IDEA 04 Regulations: An Overview Art Cernosia	Learn How Important Your Job is in the Area of Accountability and Data
12:00pm - 1:00pm	Lunch	Lunch
1:30 pm - 3:00 pm	The New IDEA 04 Regulations: An Overview Art Cernosia (continued)	First Responders
3:00pm - 3:15pm	Break	Break
3:15pm - 4:00pm	The New IDEA 04 Regulations: An Overview Art Cernosia (continued)	First Responders
4:00pm	Question and Answer Session	

# Secretaries Program Schedule Detail

**9:00am - 9:15am**

**Saguaro IV**

Welcome Address—Joanne C. Phillips, Deputy Associate Superintendent, Exceptional Student Services

**9:15am – 12:00pm**

**Cholla**

## **Learn How Important your Job is in the Area of Accountability and Data Collection**

*Bob Dohm and Peggy Staples*

Special education data collection can be a stressful topic for even the most experienced and seasoned secretary/administrative assistant. This session will give participants an introduction to the process and timelines associated with submitting special education data via SAIS as well as verifying the special education child count and submitting special education data via the Annual Data web based application.

### **Participant Outcomes:**

- Understand why and how to submit special education census data to SAIS
- Understand how to access and interpret special education census reports that are generated by ADE
- Understand business rules that are enforced in SAIS
- Understand the December 1 Federal Child Count Verification process
- Understand why and how to submit special education data via the ESS Annual Data application

**12:00pm - 1:30pm**

**Saguaro IV**

**Lunch**

**1:30pm - 4:30pm**

**Cholla**

## **First Responders-*Teri Rademacher and Barbra Ross***

Parents of students with disabilities first contact with their child's school is often times with the secretary, principal or counselor. They are the "First Responders". Consequently, it is important that the "First Responders" have an understanding of the types of issues that parents of children with disabilities might be struggling with and looking toward the school for assistance. The session will provide participants with the resources and information that they can disseminate to their "First Responders" for use when they receive those parent inquiries.

### **Participant Outcomes:**

- An understanding of some of the needs of families who have children with disabilities and where to refer them for information and training
- A list of the most frequently asked questions or inquiries that "First Responders" might receive and suggested responses
- Resources and information to share with the "First Responders" that will increase their level of confidence when providing support to families of students with disabilities
- A toolkit containing ideas and resources to promote and support parent involvement and foster collaborative home and school relationships

# Directors Program Schedule

**9:00am-9:15am**

**Saguaro IV**

Welcome Address - Joanne C. Phillips, Deputy Associate Superintendent,  
Exceptional Student Services

**9:15am-4:30pm**

**An Overview of IDEA 04 and the 2006 final IDEA 04 Regulations- *Art Cernosia***

The final IDEA 04 regulations are finally here---over 300 pages!!!! This all day workshop will provide a concise yet comprehensive overview and analysis of the impact of IDEA 04 and implementing regulations for schools, education agencies and families of students with disabilities.



# Tuesday, October 31, 2006

## Program at a Glance

	Saguaro I	Saguaro II	Saguaro III	Saguaro IV-V	Cholla I-II	Palo Verde I	Opera House
8:00am - 8:45am	ESS Round Tables						
9:00am - 9:15am	Welcome - Tom Horne						
9:30am - 11:30am	Due Process, Resolution Meetings and Mediation	Mountain Plains Regional Resource Center	Behavior Intervention Plans	Culturally Responsive Pre-referral and Assessment	Budgets and Blending Financial Resources	Collaborating for Success: Creating Inclusive Learning Environments in Preschools	Evaluation Issues Under IDEA 04
12:00pm - 2:00pm	Lunch – Motivational Speaker, Judson Liapply						
2:30pm - 4:30pm	IEP Issues under IDEA 04	Autism Spectrum Disorders Prevalence	Impulse Control for Students	Culturally Responsive Pre-referral and Assessment (repeat)	Budgets and Blending Financial Resources (con't)	Implementing the National Individualizing Preschool Inclusion Project	Vendor display
4:30pm - 7:00pm	Social with vendors						

# **Tuesday, October 31, 2006**

## **Program Schedule Detail**

### **General Sessions**

**8:00am - 8:45am**

**Saguaro I**

ESS Regional Roundtables-This is an opportunity for school personnel to meet with each other and their ESS specialist to discuss topics of interest.

**9:00am-9:15am**

**Saguaro I-V**

**Welcome** - Tom Horne, Superintendent of Public Instruction

**9:30am-11:30am**

**Saguaro I**

**Help! I just got served with a request for due process. What now?** - *Denise Lowell-Britt, Shari Dukes and Patty Vogel*

Participants will leave this session with a basic understanding of the IDEA 04 provisions relating to due process and mediation and how the law has changed with the reauthorization.

**Participant Outcomes:**

- A basic understanding of the Federal and State procedures applicable to dispute resolution
- Practical tips and advice regarding how to assist the district and the district's legal counsel relative to resolution meetings, mediation sessions and due process hearings.

**Saguaro II**

**Mountain Plains Regional Resource Center (MPRRC)** - *John Copenhaver*

The MPRRC will provide information on regional/national resources, emerging issues in special education, leadership skills, the role of the PEA with the State Performance Plan/Annual Performance Review, how to use the Parent and Training Information organizations, protection and advocacy, relationship with the SEA, and networking with other PEAs.

**Participant Outcomes:**

- Provide PEA Directors with information on regional and national technical assistance resources.
- Provide strategies to operate an effective and efficient local special education program.
- Review requirements for PEAs as listed in the new IDEA 04 regulations

### **Saguaro III**

#### **Behavior Intervention Plans- *J'anne Affeld***

This session will identify the proper elements of Behavior Intervention Plans (BIPs) and Functional Behavior Assessments (FBAs). Updates, per IDEA 04 regulations, will be provided, and participants will be given the tools to build pro-active school communities.

#### **Participant Outcomes:**

- Participants will understand the importance of BIPs and FBAs
- Participants will be taught how to engage students in self-management

### **Saguaro IV-V**

#### **Culturally Responsive Pre-referral and Assessment- *Kathleen King and Nanci Murri***

This session will enrich participants' understanding of key factors that shape the disproportionate placement of minorities in special education. Especially concerning is the high placement of minority students in high incidence disability categories such as SLD, SLI and ED. The presenters will discuss strategies that prevent the misidentification and placement of minority students.

#### **Participant Outcomes:**

- Participants will discuss strategies to prevent the disproportionate placement of culturally and linguistically diverse students
- Participants will gain knowledge about appropriate pre-referral strategies and assessment procedures

### **Cholla I-II**

#### **Budgets and Blending Financial Resources- *Mary Anne Kapp***

How can a school possibly make all of the programs available to the students it serves? This session will address blending financial resources. Monies from title funds, grants and other areas can be used together to make sure that students receive all of the services they need.

#### **Participant Outcomes:**

- Find creative ways to pay for programs
- Know which funds can be legally combined

### **Palo Verde I**

#### **Collaborating for Success: Creating Inclusive Learning Environments in Preschools - *Valerie Andrews, Noreen Didonna, Eleanor Droegemeir, Paul Ohm and Susan Shinn***

The ADE's Early Childhood Education unit will share OSEP's requirements for providing Least Restrictive Environments (LRE) for preschool students in need of special education services. Several districts will share their strategies of blending and braiding funds to create inclusive preschool environments.

#### **Participant Outcomes:**

- Participants will learn about LRE in the preschool setting
- Participants will learn about inclusive preschool programs currently in place



## **9:30am-11:30am**

### **Opera House**

#### **Evaluation Issues under IDEA 04: Legal and Policy Implications- *Art Cernosia***

This session will address special education evaluation requirements under the IDEA 04 regulations and relevant judicial decisions as they relate to eligibility and service determinations. Topics to be addressed include: pre-referral/early intervening services, evaluation procedures and content issues, reevaluations, independent educational evaluations and evaluations under the response to intervention (RtI) model.

#### **Participant Outcomes:**

- Gain an understanding of the evaluation requirements
- Understand the evaluation process

## **12:00pm- 2:00pm**

### **Saguaro I-V**

#### **Lunch/ Motivational Speaker-*Judson Liapply***

Judson Liapply is a one-of-a-kind speaker with the ability to combine comedy and content in his presentations. He has his audiences laughing and learning the entire time. His cross-over power can be seen in his diverse range of audiences. From corporate clients to school-wide in-services, NBA Halftime shows to the Emmys, Elementary schools to comedy benefits he leaves his audiences better than he met them. His finale "The Evolution of Dance" has been seen by over 100 million people across the globe and is the perfect ending to his show. Judson has a Master's Degree from Bowling Green State University and his BA from Bluffton University in Ohio. He is also the president of Let's Dance Media, a company on the forefront of online content. He has been on the Today Show, Good Morning America, Inside Edition, E! Entertainment, and featured in hundreds of magazines and newspapers. He can be found at [www.lifeischange.com](http://www.lifeischange.com) or [www.evolutionofdance.com](http://www.evolutionofdance.com).

## **2:30pm-4:30pm**

### **Saguaro I**

#### **IEP Issues under IDEA 004: Legal and Policy Implications- *Art Cernosia***

This session will examine in depth the IEP requirements impacted by the IDEA 04 regulations and relevant judicial decisions. Both IEP content and IEP process requirements will be covered with a discussion of policy and practice implications for educators and families. Topics to be addressed include: IEP Team membership, excusal of IEP Team members, IEP meetings, IEP amendments, IEP content and IEP implementation issues.

#### **Participant Outcomes:**

- Participants will learn the impact of the new IDEA 04 regulations
- Participants will increase their knowledge about relevant judicial decisions regarding IEPs

## **2:30pm-4:30pm**

### **Saguaro II**

#### **Autism Spectrum Disorders- How Many and Where are They?- *Sydney Pettygrove***

This session is presented by an epidemiologist who has been studying the prevalence of Autism. Participants will be updated on which exceptionalities include children who have behavioral characteristics of autism. Other characteristics of children with autism will be discussed.

#### **Participant Outcomes:**

- Participants will have an increased awareness of children with autistic characteristics in other exceptionalities
- Participants will know about the characteristics of autism

## **2:30pm-4:30pm**

### **Saguaro III**

#### **Impulse Control for Students- *J'anne Affeld***

This session recognizes the importance of returning responsibility for self control to the student, particularly when behaviors are severe. This presentation will share a model that explains student ruminative patterns and the presenter will share ways to help the student assume personal control.

#### **Participant Outcomes:**

- Participants will learn about how students can be given self control without the teacher losing control of the classroom
- Participants will learn about how their own impulse control can affect the classroom environment

### **Saguaro IV-V**

#### **Culturally Responsive Pre-referral and Assessment- *Kathleen King and Nanci Murri (repeat)***

This session will enrich participant's understanding of key factors that shape the disproportionate placement of minorities in special education. Especially concerning is the high placement of minority students in high incidence disability categories such as SLD, SLI and ED. The presenters will discuss strategies that prevent the misidentification and placement of minority students.

#### **Participant Outcomes:**

- Participants will discuss strategies to prevent the disproportionate placement of culturally and linguistically diverse students
- Participants will gain knowledge about appropriate pre-referral strategies and assessment procedures

## **2:30pm-4:30pm**

### **Cholla I-II**

#### **Budgets and Blending Financial Resources Continuation- *Mary Anne Kapp***

How can a school possibly make all of the programs available to the students it serves? This session will address blending financial resources. Monies from title funds, grants and other areas can be used together to make sure that students receive all of the services they need.

#### **Participant Outcomes:**

- Find creative ways to pay for programs
- Know which funds can be legally combined

## **2:30pm - 4:30pm**

### **Palo Verde I**

#### **Implementing the National Individualizing Preschool Inclusion Project**

*Val Andrews, Linda Goudielock and Susan Shinn*

Preschoolers benefit from quality inclusive environments. Children with disabilities require more than just being placed with typically developing peers to ensure reaching their maximum potential. The Individualizing Inclusion Model is based on three principle components of quality preschool environments.

#### **Participant Outcomes**

- Participants will learn about the three components of quality preschool environments
- Participants will know how to implement the Individualizing Preschool Inclusion Project

### **Opera House**

### **Vendors Display**

## **4:30pm – 7:00pm**

### **Opera House**

### **Social**

# Wednesday, November 1, 2006

## Program at a Glance

	Saguaro I	Saguaro II	Saguaro III	Saguaro IV-V	Cholla I-II	Palo Verde I	Opera House
8:00am - 9:45am	Arizona's Plan for Positive Behavior Interventions and Support (PBIS)	Assistive Technology in Arizona	Leadership and Herding Cats	NUMB3RS: We All Use Math Every Day (or, Where in the World does ESS get their data?)	Rtl K-8	Alternative Assessments	Highly Qualified Personnel IDEA & NCLB
10:00am - 11:30am	Enhancing Teacher Quality through Comparative Co-teacher Relationships	SUPPORT Cadre	Fierce Conversations About Real Issues	Compliance is No Longer Enough: Arizona's New Approach to Monitoring	Rtl Secondary	Implementing an Inclusionary Setting in Secondary Schools Using CBM Methodology.	Discipline Issues Under IDEA 04
12:00pm - 1:30pm	Lunch/Award Ceremony						
2:00pm - 3:30pm	Enhancing Teacher Quality through Comparative Co-teacher Relationships Repeat	New Data Reporting Requirements	Fierce Conversations About Real Issues Leadership Continued	Collaborative Communication in the IEP Process	The History of CBMs and Rtl	Building Cooperation Between Schools and Families in Serving Children with Autism	Private Schools Under IDEA 04  Stump the Attorney

# Wednesday, November 1, 2006

## Program Schedule Detail

### General Sessions

**8:00am - 9:45am**

#### **Saguaro I**

**Arizona's Plan for Positive Behavior Intervention and Support-***Susan Benjamin, Joe Dellamarggio, Yadira Flores, Sarup Mathur, and Barbra Ross*

Hear from and meet with members of the *Arizona Statewide Planning Committee for Positive Behavior Intervention and Supports (PBIS)*, a multi-agency group that is developing a plan to expand the use and influence of PBIS in schools and other agencies statewide. Members of the Committee will present the Committee's current progress, including its vision, mission statement, specific goals and objectives, action plan, and outcome measures.

#### **Participant Outcomes:**

- Participants will hear updates regarding the Committee's current progress, its vision, and mission statement
- Participants will learn PBIS Az's specific goals and objectives, action plans, and learn about the upcoming PBIS Az conference in December

#### **Saguaro II**

**AT is EZ in AZ with the ADE--** *froma Cummings*

Come hear the plan for AT and UDL training, short term loan library and resource to make the vision a reality!!! Arizona is one of the first states to develop and implement an organized statewide service delivery for Assistive Technology and Universal Design for Learning aligned to a visionary mission statement.

#### **Participant Outcomes:**

- Participants will understand how to access Assistive Technology, Educational Technology and Universal Design for Learning training in Arizona
- Participants will be familiar with how to access the ADE AT Specialists and the range of resource services available to PEAs and approved private schools.

#### **Saguaro III**

**Leadership and Herding Cats-** *Bill Sommers*

In leadership, we are charged with getting results and working with many different people with different agendas. In special education, we are charged with developing educational plans when the participants may have widely diverse perspectives of what is the correct action. This session will take a look at leadership models that can help get results when you don't control all the factors.

#### **Participant Outcomes:**

- Know how to lead without the power to control individuals
- Learn the Positive Deviance process

## **Saguaro IV-V**

### **NUMB3RS: We All Use Math Everyday (or, Where in the World does ESS get their data?)-Lynn Busenbark**

This session will focus on the targets and indicators that the ADE/ESS gathers from education agencies, reports to the USDOE and the public, and uses for monitoring purposes. An explanation of data sources and math formulas will lead to a discussion of short term and long term methods of improving results for students with disabilities. Both current and future indicators/targets will be covered.

#### **Participant Outcomes:**

- Understand the data points needed for federal reports
- Participate in formulating methods of improvement strategies

## **Cholla I-II**

### **Response to Intervention (RtI) K-8 Model: Data Stories- Dolores Ratcliff, Sylvia Cohen, and Sue Douglas**

Eighteen PEAs participated in the first year of training the state's K-12 RtI model during the 2005-06 school year. Information about that model and data results will be shared. Two schools from the pilot, Scottsdale and Mesa Arts Academy will present their data stories.

#### **Participant Outcomes:**

- Participants will learn the AZ K-12 required components of Response to Intervention
- Participants will receive an overview of the success outcomes from last year's pilot teams
- Participants will be able to ask questions about implementing RtI in their PEA

## **Palo Verde I**

### **Alternate Assessments- Cyndi Bolewski, Judy Croswell**

Confused about who qualifies for alternate assessments and what the administrator's responsibilities are? This session will explain the criteria and provide updates about Arizona's alternate assessments.

#### **Participant Outcomes:**

- Participants will hear updates related to Arizona's alternate assessments
- Participants will know who qualifies to take alternate assessments in Arizona

## **Opera House**

### **Highly Qualified Special Education Staff: The Legal Bridge between IDEA 04 and the No Child Left Behind Act - Art Cernosia**

This session will cover the legal and policy considerations in determining the application of NCLB's highly qualified requirements under the IDEA 2004 for special education personnel. Who is deemed Highly Qualified under the law? How does this apply to related service providers? What requirements apply to special education paraprofessionals? What potential liability exists under the law for failing to meet IDEA 04 personnel requirements?

#### **Participant Outcomes:**

- Understand the requirements for highly qualified special education personnel
- Understand the implications of IDEA 04 for related service personnel

**10:00am -11:30am**

### **Saguaro I**

**Enhancing Teacher Quality through Comparative Co-teacher Relationships -** *Candice Bebbber-Miracle, Heather Hall, Heidi Hillebrand, Ida Malian, Alicia Martinez, Erin McRae, Candice Perry*

Results of comparative analysis of co-teacher relationships between special and general educators will be reported. A state-wide survey focusing on co-teachers' compatibility of 1) approaches to teaching and 2) personal characteristics were analyzed to determine differences and similarities. Implications for classroom strategies, pre-service and in-service inclusions will be discussed. Presenters represent a collaborative team of researchers from ASU at the West campus.

#### **Participants Outcomes:**

- Be introduced to the Co-teacher Relationship Scale and potential uses to support teacher quality
- Develop strategies for implementing effective components of co-teaching into inclusive environments

### **Saguaro II**

**System for Utilizing Peers in Program Organization, Review and Technical Assistance: SUPPORT Cadre-***June Torrance, Catherine Cook, Cynthia Krauss, Rita Solliday, Carolyn Jacobsen*

SUPPORT Cadre Coordinator and a team of SUPPORT Cadre consultants and user's will give a report on the impact of the free service to schools. Administrators, special education teachers and special education support staff will hear first hand how the program operates and what benefits it has in their delivery of special education services, expand their network of support and increase personnel retention.

#### **Participant Outcomes:**

- Understanding of free consultant resources for special education programs, interests and issues
- Knowledge of how to request SUPPORT Cadre services

### **Saguaro III**

**Fierce Conversations about Real Issues -** *Bill Sommers*

There are times to have conversations with people that may be perceived as bad news or difficult topics. Leaders are the ones who have to lead those conversations. Leaders also have to develop plans and reflect on what has been done. Participants will learn three models of conversations and practice with participant issues.

#### **Participant Outcomes:**

- Participants will learn how to organize for a difficult conversation
- Participants will learn how to reflect on the outcomes of implementing a plan

**10:00am-11:30am**

### **Saguaro IV-V**

#### **Compliance is No Longer Enough: Arizona's New Approach to Monitoring**

*Diane Mignella and Jay Flu-Allen*

This session will provide an overview of the 2006-2007 monitoring process. The participants will be introduced to the new ESS monitoring system, which uses traditional compliance indicators and systems outcome data to customize each PEA monitoring. It is recommended that conference participants interested in this session also attend the session NUMB3RS: We All Use Math Every Day.

#### **Participants Outcomes:**

- Participants will understand the new/revised ESS Monitoring Model
- Participants will understand the cycle for continuous program improvement through the monitoring process

### **Cholla I-II**

#### **Response to Intervention (Rtl) k-12 Information- Dolores Ratcliff, Sandi Thompson, and John Carruth**

Arizona is in their second year of training a K-8 model of Response to Intervention. Fifty schools are in the process of training and implementing that model. While there is not as much research in secondary models, this session will discuss the secondary models across the country and also how Vail, AZ has implemented the STEEP model in their middle school.

#### **Participants Outcomes:**

- Participants will learn how Vail district has been implementing Response to Intervention (Rtl) in their district's middle schools and get answers to implementation questions
- Participants will learn how Rtl is implemented in secondary schools in other states

### **Palo Verde I**

#### **Implementing an Inclusionary Setting in Secondary Schools Using CBM Methodology**

*Ryan Larkin-Smith*

Due to IDEA 04 reauthorization, middle and high schools have had to change the way they do business. Some schools make team teaching work, however, that is impractical for every situation. This session will share a two pronged system that has been used by schools to help make sure all students are taught effectively in an inclusive setting by Highly Qualified Teachers. This session will be a sharing of ideas and experience in the secondary setting combined with a dialog with the attendees to further their knowledge.

#### **Participant Outcomes:**

- Participants will learn about implementing an inclusion program at the middle or high school level
- Participants will hear about assistive technology that will help students in the general education setting



## **10:00am-11:30am**

### **Opera House**

#### **Discipline Issues under IDEA 04 - *Art Cernosia***

This session will provide an overview and analysis of the legal requirements under the IDEA 04 and relevant judicial decisions regarding behavior and discipline issues for students with disabilities. Topics to be addressed include: IEP behavioral intervention and support plans, short term disciplinary removals, disciplinary changes of placement, manifestation determinations and liability issues.

#### **Participant Outcomes:**

- Participants will understand legal requirements under IDEA 04
- Participants will have knowledge of judicial decisions

## **12:00pm- 1:30pm**

### **Saguaro I-V**

#### **Lunch/ Awards Ceremony**

## **2:00pm-3:30pm**

### **Saguaro I - *Repeat Session***

#### **Enhancing Teacher Quality through Comparative Co-teacher Relationships**

*Candice Bebbler-Miracle, Heather Hall, Heidi Hillebrand, Ida Malian, Alicia Martinez, Erin McRae, Candice Perry*

Results of comparative analysis of co-teacher relationships between special and general educators will be reported. A state-wide survey focusing on co-teachers' compatibility of 1) approaches to teaching and 2) personal characteristics were analyzed to determine differences and similarities. Implications for classroom strategies will be discussed.

#### **Participants Outcomes:**

- Be introduced to the Co-teacher Relationship Scale and potential uses to support teacher quality
- Develop strategies for implementing effective components of co-teaching into inclusive environments

### **Saguaro II**

#### **New Data Reporting Requirements - *Peggy Staples***

Nobody likes change. However, the new IDEA 04 Reauthorization has lots of them – especially with regard to data collection requirements. This session will focus on changes specific to special education census data collected via SAIS and the Annual SPED Data Collection.

#### **Participant Outcomes:**

- Understand new special education census data collection requirements collected via SAIS
- Understand new annual special education data collection requirements
- Gain knowledge on future training opportunities

## **2:00pm - 3:30pm**

### **Saguaro III**

#### **Fierce Conversations about Real Issues (continuation) - *Bill Sommers***

There are times to have conversations with people that may be perceived as bad news or difficult topics. Leaders are the ones who have to lead those conversations. Leaders also have to develop plans and reflect on what has been done. Participants will learn three models of conversations and practice with participant issues.

#### **Participant Outcomes:**

- Participants will learn how to organize for a difficult conversation
- Participants will learn how to reflect on the outcomes of implementing a plan

### **Saguaro IV-V**

#### **Collaborative Communication in the IEP Process- *Kristie Melkers and Barbra Ross***

This session will discuss the factors that impact the decision making process involved in IEP meetings, specifically the role of effective communication techniques that can help build team consensus.

#### **Participant Outcomes:**

- Participants will learn the 4-step communication process that leads to problem solving
- Participants will identify innovative approaches to using collaborative communication across multiple settings

### **Cholla I-II**

#### **The History of Curriculum Based Measurement (CBM) Progress Monitoring and Response to Intervention (RtI) - *Stan Deno***

Stan is considered the “grandfather” of Curriculum Based Measures. He created these seemingly simple probes during the seventies. Join Stan to hear about their history, latest research on their use to improve instruction for children, and how they are used in the Response to Intervention process today.

#### **Participant Outcomes:**

- Participants will understand the history behind progress monitoring with CBM probes
- Participants will understand how progress monitoring is a critical part of Arizona's Response to Intervention process

## **2:00pm—3:30pm**

### **Palo Verde I**

#### **Building Cooperation Between Schools and Families in Serving Children with Autism - *Fernando Armendariz***

This session presents an approach in which schools and families have successfully cooperated to produce true lifestyle changes for children with autism. Refinements from research in applied behavior analysis (ABA) over the last 30 years have led to a methodology that allows for more agreement and cooperation between home and school. New procedures focus on teaching the child in the natural setting by orchestrating situations that prompt the child to initiate interaction. These procedures also target pivotal or core areas that have broader effect than laboriously teaching individual skills. The goal is to have the child connect to natural teaching environments that support ongoing learning.

#### **Participant Outcomes:**

- Participants analyze how children learn and establish the rationale for an extensive behavioral intervention
- Participants will hear of the refinements in ABA methodology and the findings that support these changes
- Participants will understand the implications of the refined practices on teaching efforts at school and home
- Participants will gain knowledge of practices that establish and maintain cooperation between home and school

### **Opera House**

#### **Private School Students under IDEA 04: What You Need to Know—*Art Cernosia***

One of the most challenging changes resulting from the IDEA 04 has been a school district's responsibility in identifying and servicing students who are attending private schools. This session will distinguish between the three types of private school placements and provide a discussion of the legal implications of each.

#### **Participant Outcomes:**

- Understand private school placements
- Participate in active discussions in regards to private school placements.

## **3:30pm-4:00pm**

### **Opera House**

#### **Stump the Attorney-*Art Cernosia***

This session will be an open question and answer forum giving participants an opportunity to present their questions/comments concerning topics involving the education of students with disabilities.

# Presenter Biographies

## **J'Anne Affeld**

J'Anne Affeld's primary focus is humanistic education. Her Ph.D. is in psychology from Saybrook Institute, one of the leading schools for humanistic approaches to counseling and education. While teaching about discipline, she stays focused in the system and consults on discipline and school success. Last year, she and her daughter started a charter school in Arizona to implement the best practices she espouses. [janne.ellsworth@nau.edu](mailto:janne.ellsworth@nau.edu)

## **Valerie Andrews**

Valerie Andrews is the Preschool Special Education Program Administrator for the Arizona Department of Education - Early Childhood Special Education Unit. She is originally from Orlando, Florida and has been a nationally certified Speech-Language Pathologist for the past 17 years. Much of her career has focused on young children. In Orlando she coordinated speech-language services to Orange County Head Start and participated on two Cleft Palate Teams. She moved to Arizona and worked in Paradise Valley Unified School District for seven years, the last 3 years of which she was the Program Specialist for Paradise Valley's Special Needs Preschool Program. [valerie.andrews@azed.gov](mailto:valerie.andrews@azed.gov)

## **Fernando Armendariz**

Fernando is the director of FABAS consulting and training services and a Research Associate at the University of Arizona, where he earned his Ph.D. in school psychology. He was an elementary school principal for 8 years and has more than 30 years experience working with children with autism in home and school settings. [farmenda@email.arizona.edu](mailto:farmenda@email.arizona.edu)

## **Susan Benjamin**

Susan is the Assistant Director of Special Education in the Paradise Valley Unified School District. She has been working in the field of special education for many years and specializes in positive behavior intervention and support in schools. [sbenjamin@pvschools.net](mailto:sbenjamin@pvschools.net)

## **Cyndi Bolewski**

Cyndi Bolewski is the Director of the Tucson ADE/ESS office with the Arizona Department of Education/Exceptional Student Services and has worked with public schools in the field of special education, covering a broad range of areas. She has participated on the ADE/ESS Alternate Assessment and Standards Committees. [cynthia.bolewski@azed.gov](mailto:cynthia.bolewski@azed.gov)

## **Lynn Busenbark**

Lynn Busenbark is currently the Director of Program Support for Exceptional Student Services and oversees the monitoring and technical assistance functions of ESS. She has worked at the ADE/ESS for 16 years and previously served as ESS Preschool Coordinator. Her teaching background is in Deaf Education and she holds a Master's Degree in Education of the Deaf and a Ph.D. in Education Administration. [lynn.busenbark@azed.gov](mailto:lynn.busenbark@azed.gov)

## **Art Cernosia**

Art Cernosia is an attorney and an education consultant from Williston, Vermont. He is also associated with the University of Vermont's Education Law Institute. Art previously worked as a teacher, a practicing attorney, staff member with the Northeast Regional Resource Center, and served as an Assistant Attorney General assigned to the Vermont Department of Education. He also volunteered as a surrogate parent for students with disabilities who were wards of the state. He provides training, consultation and other technical assistance services to state and local education agencies and advocacy organizations throughout the nation pertaining to special education legal issues.

**Catherine Cook**

Catherine Cook spent her 30+ years in the teaching profession in the area of Special Education. She has worked with students in grades 4-8<sup>th</sup> in resource, self-contained and itinerant settings. She has presented throughout the state on Inclusion, Classroom Management, IEP Compliance, Rtl, Accommodation/Adaptations, and Building Self-Esteem. The final four years of her career were spent as a teacher on special assignment for Special Services supporting, training, mentoring and advocating for the over 100 special education teachers on the 26 sites of her district. She is currently a member of Arizona's Rtl Task Force and SUPPORT Cadre and, as of June 2006, a proud member of the State's Retirement System. [ccook@mail.cartwright.k12.az.us](mailto:ccook@mail.cartwright.k12.az.us)

**John D. Copenhaver**

John D. Copenhaver is the Director for the Mountain Plains Regional Resource Center (MPRRC). Dr. Copenhaver has experience in special education at the school district, state, regional, and national levels. Before joining the MPRRC staff, John served as a special education resource teacher, school psychologist, and special education director. His work at the MPRRC has involved providing technical assistance at the school, State, regional, and national levels. He has produced numerous training materials, has been called upon to assist states with Office of Special Education Programs (OSEP) corrective action plans, made numerous conference presentations, published articles on special education issues, and provided technical assistance in the areas of special education programming and administration. He holds degrees from the University of Montana and University of Utah in Philosophy, Psychology, and Special Education Administration. [john.copenhaver@usu.edu](mailto:john.copenhaver@usu.edu)

**Judy Croswell**

Judy Croswell is an Education Program Specialist with the Arizona Department of Education and has worked with public schools in the field of special education, covering a broad range of areas. She has primary responsibility for the development of the Arizona Alternate Academic Standards and Assessments and chairs the ADE/ESS Alternate Assessment and Standards Committees. [judith.croswell@azed.gov](mailto:judith.croswell@azed.gov)

**froma Cummings**

froma Cummings, MEd., OTR/L is the Director of the Assistive Technology Unit at the Arizona Department of Education and adjunct faculty at NAU teaching AT Assessment and Best Practice. As an Occupational Therapist, she has specialized in AT for the past 29 years. froma's practice has included work in the public schools, private practice with adults and children, and teaching with both pre-service and in-service audiences. She is considered an expert at making AT a natural part of life for those who need it and has been published and spoken nationally and internationally on the subject. [froma.cummings@azed.gov](mailto:froma.cummings@azed.gov)

**Joe Dellamarggio**

Joe Dellamarggio is a school psychologist in the Dysart Unified School District and has spent many years in the field of special education. He has served on numerous committees and task force for schools and the Arizona Department of Education. He provides the leadership for the positive behavior intervention and support effort in the elementary schools and now has expanded the effort to the whole district. [jdellamarggio@dysart.org](mailto:jdellamarggio@dysart.org)

**Stanley Deno**

Stanley Deno is considered the "grandfather" of Curriculum Based Measures. He created these seemingly simple probes during the seventies. Dr. Deno began his career at the University of Delaware, researching the impact of instructional objectives on students' learning. He has studied a variety of issues in classroom behavior and learning, but is most well-known for his research work focusing on the failure of students to develop basic skills in reading, writing, and arithmetic. [denox001@umn.edu](mailto:denox001@umn.edu)

**Noreen Didonna**

Noreen Didonna is the principal of Isaac Preschool in the Isaac Elementary School District in Phoenix. She has been an educator for over 35 years as an early childhood teacher, a reading specialist and an administrator. [ndidonna@isaacschools.org](mailto:ndidonna@isaacschools.org)

**Bob Dohm**

Bob has been assisting personnel from local education agencies to develop an understanding of SAIS practice and procedures for over five years. First as a member of the Tempe Regional Training Center at Arizona State University and since July 2005, as the Lead Training and Support Analyst for ADE's System Training and Response Team. [robert.dohm@azed.gov](mailto:robert.dohm@azed.gov)

**Eleanor Droegemeier**

Eleanor Droegemeier is the coordinator for the Title One and Early Childhood Block Grant Preschool Programs in the Tucson Unified School District. Eleanor has over 20 years working with young children. [edroegemeier@tusd1.org](mailto:edroegemeier@tusd1.org)

**Shari Dukes**

Shari Dukes is currently the Director of Exceptional Student Services for the Kyrene School District. Her Bachelor's degree was earned from Bowling Green University (1982) with her Ph.D. obtained from the University of Miami (1999). Her primary responsibilities have centered around program development and procedural and compliance issues in the area of special education. [sdukes@kyrene.org](mailto:sdukes@kyrene.org)

**Yaderi Flores**

Yaderi Flores is the project coordinator for the Positive Behavioral Intervention and Support of Arizona (PBISAz) for the Phoenix Metro and Central Arizona Schools. She is currently at ASU finishing a PhD in psychology and has worked extensively with Arizona schools. [yadira.flores@asu.edu](mailto:yadira.flores@asu.edu)

**Jay Flu-Allen**

Jay Flu-Allen is currently an Education Program Specialist with the Arizona Department of Education. He has worked with the Ohio Department of Education, Division of Special Education for twenty years serving a number of areas in special education. He has been in the field of education since 1972 as a regular and special education teacher, supervisor, and educational consultant. Prior to relocating to Arizona he held the position of Executive Minister for six years. He holds a Bachelor of Science Degree, Master of Arts Degree and Master of Divinity Degree. [jay.flu-allen@azed.gov](mailto:jay.flu-allen@azed.gov)

**Linda Goudielock**

Linda Goudielock started her career in occupational therapy. She has a Master's Degree in Early Childhood Special Education, and has worked in the field of special education for 28 years. Linda runs a horse camp in Tucson that assists children with special needs to develop social and communication skills.

**Carolyn Jacobson**

Carolyn has been teaching for 22 years. She has experience teaching diverse populations of students from grades 1 -12, including a two-year experience on the Hopi Reservation, six years in Farmington, NM, and 14 years in Tucson. Her interests include modifying curriculum, teaching reading strategies, and continually developing a self-advocacy unit. [carolynterese@msn.com](mailto:carolynterese@msn.com)

**Mary Anne Kapp**

Mary Anne Kapp, began her 30 year career in public education as an instructional assistant. She earned a Bachelor's degree with Distinction in Elementary and Special Education from the University of Arizona and a Master's Degree in Educational Leadership from Northern Arizona University. She taught for eleven years in elementary and special education and was an elementary principal for eight years. Having recently founded Dynamic Educational Solutions, Mary Anne Kapp now offers educational professionals her knowledge and practical approach to solve today's educational challenges. She works with school districts and organizations dedicated to teaching and learning and preparing students for the future. Mary Anne has been an active member of the Arizona Department of Education's Professional Development Leadership Academy since 2001. [kapp@cableone.net](mailto:kapp@cableone.net)

**Kathleen King**

Kathleen King is a curriculum and instruction doctoral student at Arizona State University in the area of Special Education. Prior to beginning her studies at ASU, she was a School Psychologist in urban Phoenix for six years, and continues to provide consultation and teacher training for local school districts. Ms. King received her Master of Education Degree and Certificate of Advanced Graduate Study in School Psychology at the University of Massachusetts Boston. [kathleen.a.king@asu.edu](mailto:kathleen.a.king@asu.edu)

**Cynthia Krauss**

Cynthia is an independent educational consultant working in Arizona and throughout the USA, Europe and Asia. She has been working in education for over twenty five years. She has a Bachelor's Degree in Speech/Language and a Masters in Educational Counseling. Cynthia provides on site consultation and training for special and regular educators working in early education through high school. Cynthia is dedicated to helping educators work together to provide quality education for children. Her clients have included Buckeye Elementary, Peoria Unified School District, Tolleson and the United States Air Force Child Development Centers. [ckrauss@mindspring.com](mailto:ckrauss@mindspring.com)

**Ryan Larkin-Smith**

Ryan Larkin-Smith has been the Special Education Director for Calli Olin Academy Schools in Tucson, AZ since 2002. He has been a Special Education teacher since 1995 graduating with an emphasis in Rural Multicultural Special Education. Ryan has taught all grade levels in special ed as well as having experience teaching in LD, ED, and MR programs in public schools in the state of Arizona as well as internationally. He is certified and conversant in LD, ED, and MR teaching methodologies and has just completed his coursework for his masters degree in Educational Leadership through NAU. He is keenly interested in making the special education process workable and usable for the teacher in the field, from paperwork to teaching practices. [ryan@bryteidea.net](mailto:ryan@bryteidea.net)

**Denise Lowell- Britt**

Denise Lowell-Britt is a partner with the law firm of Udall, Shumway and Lyons, P.L.C. (Mesa, Arizona), where she has practiced since 1987. She earned her Bachelor's degree from Cornell University (1980) and her J.D. degree from Arizona State University's College of Law (1986). Her practice is devoted entirely to representing school districts and charter schools in Arizona. A significant portion of Denise's education law practice is devoted to special education. She has been a presenter at many different State wide conferences on topics relating to education law and special education matters. [dlb@udallshumway.com](mailto:dlb@udallshumway.com)

**Diane Mignella**

Diane Mignella is an Education Program Specialist with the Arizona Department of Education, Exceptional Student Services. She has a Masters degree from Northern Arizona University and a Bachelor's degree from Lesley University in Cambridge, MA. She currently works with school districts and charter schools in the metropolitan Phoenix area. [diane.mignella@azed.gov](mailto:diane.mignella@azed.gov)



**Paul Ohm**

Paul Ohm is the coordinator of Early Childhood Exceptional Education Programs in the Tucson Unified School District. Paul has worked in both general and exceptional education environments for 14 years.

[pohm@tusd1.org](mailto:pohm@tusd1.org)

**Sarup R. Mathur**

Sarup R. Mathur is Clinical Professor of Special Education and Chair of the Special Education Program at Arizona State University. She is currently the President of the International Council for Children with Behavioral Disorders and the past President of Teacher Educators for Children with Behavior Disorders. She is the author of numerous publications focused on emotional, behavioral, and learning disorders. She has served on several technical/advisory committees for the Arizona State Department of Education and is a member of the Professional Development of Leadership Academy for the State of Arizona. Her experience combines clinical and technical expertise for developing effective teacher preparation programs. [sarup.mathur@asu.edu](mailto:sarup.mathur@asu.edu)

**Kristie Melkers**

Kristie Melkers is a Parent Information Network Specialist on contract with the Arizona Department of Education. In serving her respective region (Pima and Santa Cruz Counties), she works to provide resource and referral information, workshops, and consultation services to parents, educators, and community agencies that are involved with children with special education needs.

[k.melkers@comcast.net](mailto:k.melkers@comcast.net)

**Nancy Murri**

Nancy Murri is a doctoral student in the Department of Curriculum and Instruction: Special Education at Arizona State University. She was a former elementary school teacher and teacher leader in Colorado. At ASU, she has taught several classes on Inclusive Practices at the Elementary and Secondary Level, and Basic Curriculum in Special Education. Nancy has supervised student teachers through the ALPHA University School Partnerships. Her research interests pertain to exploring teacher learning through inquiry and reflective practices. Presently, her research efforts are related to teacher education influence on pre-service teachers and their preparedness to teach culturally and linguistically diverse students.

[nancy.murri@asu.edu](mailto:nancy.murri@asu.edu)

**Sydney Pettygrove**

Sydney is an epidemiologist with the University of Arizona Mel and Enid Zuckerman College of Public Health. Over the past 5 years, she has collaborated with Dr. Chris Cuniff and Dr. John Meaney in the Department of Pediatrics to conduct a survey of eight year old children with autism in Maricopa County.

[sydneyp@u.arizona.edu](mailto:sydneyp@u.arizona.edu)

**Teri Rademacher**

Teri Rademacher is a Parent Information Network Specialist on contract with the Arizona Department of Education and a parent of children with disabilities. In serving her respective region (Yuma and La Paz counties), she works to provide resource and referral information, workshops and consultation services to parents, educators, and community agencies that are involved with children with special education needs. [trademacher@adelphia.net](mailto:trademacher@adelphia.net)

**Dolores Ratcliff**

Dolores Ratcliff is an ESS Education Program Specialist and the Coordinator of the Response to Intervention Project (RtI). She has a background in RtI, having helped design, train, and implement several versions over twenty-five years in Iowa before retiring and taking a position with Arizona Department of Education in 2004. Ms. Ratcliff has presented at both state and national conferences.

[dolores.ratcliff@azed.gov](mailto:dolores.ratcliff@azed.gov)



**Barb Ross**

Barb Ross is a Parent Information Network Specialist on contract with the Arizona Department of Education. In serving her respective region (Maricopa county 480 area code), she works to provide resource and referral information, workshops, and consultation services to parents, educators, and community agencies that care for children with special education needs. [barbraross@cox.net](mailto:barbraross@cox.net)

**Peggy Staples**

Ms. Staples is the Data Management Specialist for Exceptional Student Services, responsible for State and Federal reports. She has worked in the area of data collection for various divisions within the Department of Education since 1992 including: MIS; School Finance; Career and Technical Education; and Exceptional Student Services. [peggy.staples@azed.gov](mailto:peggy.staples@azed.gov)

**Susan Shinn**

Susan Shinn is director of Flowing Wells Early Childhood Center in the Flowing Wells School District in Tucson, Arizona. Susan has nine years experience with both general and exceptional preschool students. [shinns@flowingwells.k12.az.us](mailto:shinns@flowingwells.k12.az.us)

**Rita Solliday**

Rita Solliday has been Special Education Director for Ball Charter Schools for the past 10 years. She has worked in the special education field in various roles, as a teacher, counselor, and consultant for the past 23 years. She is currently working with schools to implement positive behavior supports and response to intervention programs. [rsolliday05@msn.com](mailto:rsolliday05@msn.com)

**William Sommers**

William A. Sommers, Ph.D. of Austin, Texas is currently a Program Manager for SEDL, Southwest Educational Development Laboratory in Austin, TX. He is also a Senior Fellow for the Urban Leadership Academy at the University of Minnesota. He is on the Board of Trustees and President-elect for the National Staff Development Council. Bill is the former Executive Director for Secondary Curriculum and Professional Learning for Minneapolis Public Schools and is currently an Adjunct Professor of Educational Leadership at Hamline University in St. Paul, MN. He is an associate trainer for the Center for Cognitive Coaching based in Denver, Colorado and has co-authored five books, in addition to writing many articles regarding coaching, assessment, and reflective thinking. Bill has been in K-12 education as a teacher and principal in urban, suburban, and rural schools and has served as an adjunct faculty member at the University of St. Thomas, St. Mary's University, the Union Institute, and Capella University. [wsommers@austin.rr.com](mailto:wsommers@austin.rr.com)

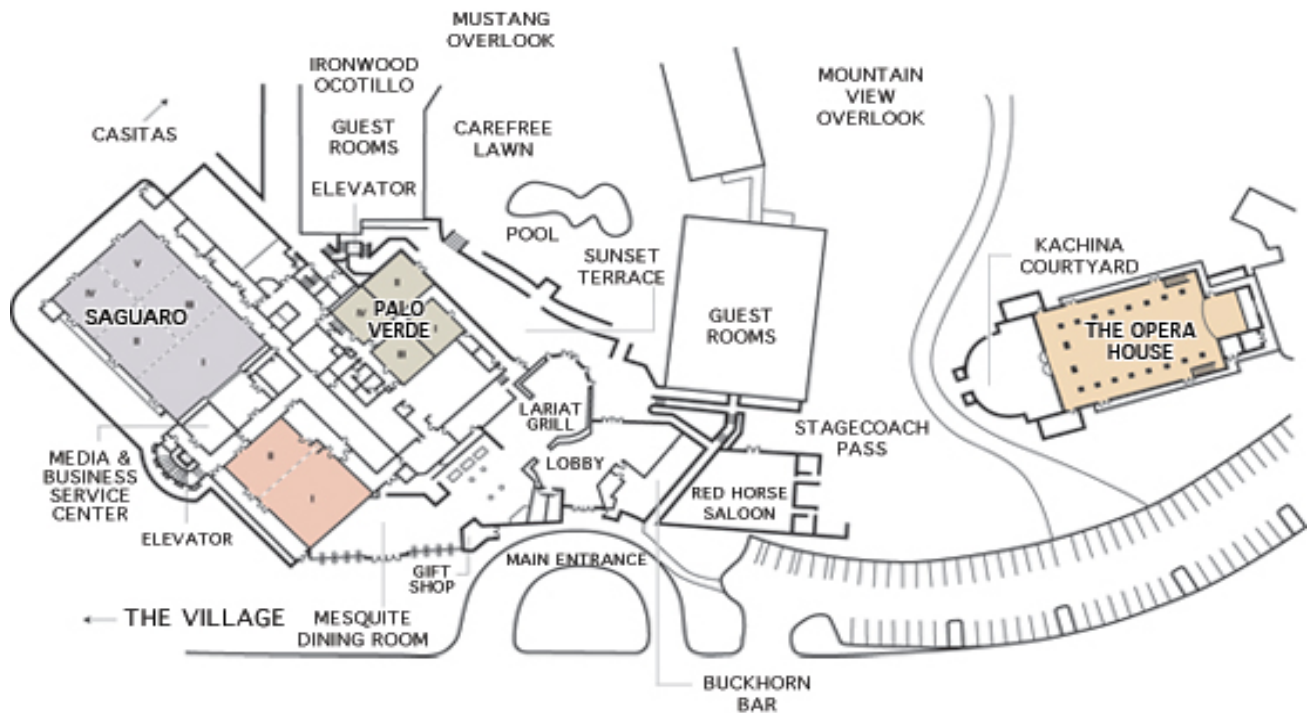
**June Torrance**

June Torrance has been the coordinator of the SUPPORT Cadre for over 5 years. During that time, she has recruited over 100 consultants around the state with expertise in special education. As coordinator, June facilitates consultations between schools that request assistance for a special education issue or interest and consultants who have the expertise needed. In the past year, over 150 successful consultations (a free service) were conducted around the state. June is a former special education teacher and administrator with expertise in preschool populations. [june.torrance@azed.gov](mailto:june.torrance@azed.gov)

**Patty Vogel**

Patty is the Director of Educational Services at Tempe Union High School District. Her Bachelor's degree was earned at Illinois State University, Master's degree from the University of Illinois and her Ed.D from Arizona State University where she also teaches adjunct. Patty has worked in the special education field from many years with numerous certifications, presentations, publications, awards and honors. [pvogel@tuhsd.k12.az.us](mailto:pvogel@tuhsd.k12.az.us)

# Hotel Layout



**Hotel Information**  
**Carefree Resort & Villas**  
**37220 Mule Train Road**  
**Carefree, Arizona 85377**  
**1-888-488-9034 or 480-488-5300**

A limited number of sleeping rooms have been reserved at Carefree Resort & Villas for conference attendees. The rooms are based on first-come first-serve. To make reservations, call the hotel and refer to the Director Institute Conference to receive the conference rate of \$90 per night.

# Directions to Carefree Resort and Villas

## **From the North (Flagstaff):**

- I-17 South to Carefree Highway.
- Exit at the Carefree Highway/Lake Pleasant exit and go EAST.
- Continue EAST on Carefree Highway to Tom Darlington Road.
- Turn LEFT on to Tom Darlington Road and continue NORTH to Cave Creek Road.
- Turn RIGHT at the 4-way stop on to Cave Creek Road and continue to Mule Train Road.
- Turn LEFT at the 4-way stop on to Mule Train Road.
- Continue NORTH on Mule Train Road approximately  $\frac{1}{4}$  mile to the Resort lobby located on the left.

## **From the South (Tucson):**

- I-10 West to Loop 202 EAST or US60 EAST
- Exit EAST on to Loop 202 or US60 and continue to Loop 101 North.
- Continue NORTH on Loop 101 to Scottsdale Road.
- Exit at Scottsdale Road and turn RIGHT at stop light on to Scottsdale Road and go NORTH.
- Continue NORTH on Scottsdale Road approximately 14 miles to Cave Creek Road. (Scottsdale Road will turn in to Tom Darlington Road as you pass Carefree Highway)
- Turn RIGHT at the 4-way stop on to Cave Creek Road and continue to Mule Train Road.
- Turn LEFT at the 4-way stop on to Mule Train Road.
- Continue NORTH on Mule Train Road approximately  $\frac{1}{4}$  mile to the Resort lobby located on the left.

## **From the West Valley:**

- I-10 east to Loop 101 NORTH
- Continue to Loop 101 EAST.
- Continue EAST on Loop 101 to the Scottsdale Road exit.
- Turn LEFT on to Scottsdale Road and continue NORTH to Cave Creek Road. (Scottsdale Road will turn in to Tom Darlington Road as you pass Carefree Highway)
- Turn RIGHT at the 4-way stop on to Cave Creek Road and continue to Mule Train Road.
- Turn LEFT at the 4-way stop on to Mule Train Road.
- Continue NORTH on Mule Train Road approximately  $\frac{1}{4}$  mile to the Resort lobby located on the left.

## **From the Central Valley:**

- I-10 east to SR51 NORTH or I-17 NORTH
- Continue to Loop 101 EAST.
- Continue EAST on Loop 101 to the Scottsdale Road exit.
- Turn LEFT on to Scottsdale Road and continue NORTH to Cave Creek Road. (Scottsdale Road will turn in to Tom Darlington Road as you pass Carefree Highway)
- Turn RIGHT at the 4-way stop on to Cave Creek Road and continue to Mule Train Road.
- Turn LEFT at the 4-way stop on to Mule Train Road.
- Continue NORTH on Mule Train Road approximately  $\frac{1}{4}$  mile to the Resort lobby located on the left.

**From the East:**

- US60 WEST or Loop 202 WEST to Loop 101 North.
- Continue NORTH on Loop 101 to Scottsdale Road.
- Exit at Scottsdale Road and turn RIGHT at stop light on to Scottsdale Road and go NORTH.
- Continue NORTH on Scottsdale Road approximately 14 miles to Cave Creek Road. (Scottsdale Road will turn in to Tom Darlington Road as you pass Carefree Highway)
- Turn RIGHT at the 4-way stop on to Cave Creek Road and continue to Mule Train Road.
- Turn LEFT at the 4-way stop on to Mule Train Road.
- Continue NORTH on Mule Train Road approximately ¼ mile to the Resort lobby located on the left

**Other hotels in the area:****Best Western**

7515 E Butherus Dr  
Scottsdale, AZ 85260  
(480) 951-4000

**Hampton Inn**

10101 N. Scottsdale Rd  
Scottsdale, AZ  
480-443-3233

**Sleep Inn**

16630 N. Scottsdale Rd  
Scottsdale, AZ  
480-998-9211

**Fairfield Inn**

13440 N. Scottsdale Rd,  
Scottsdale, AZ 85254  
480-483-0042

**Sheraton**

17700 N. Hayden Rd  
Scottsdale, AZ 86255  
480-515-5888

**Tumbleweed**

6333 E Cave Creek Rd  
Cave Creek, AZ 85331  
(480) 488-3668

**2006 Director's Institute  
Shifting Gears  
Registration**

Please complete a registration form for each person who will be attending the 2006 Special Education Director's Institute

**Registration Deadline is October 23, 2006**

\*Non-Attendance and/or cancellation after October 28, 2006, will not be reimbursed.

Cost: \_\_\_\_\_ \$275.00 – General Sessions October 30-November 1, 2006  
\_\_\_\_\_ \$100.00 Secretaries Day  
\_\_\_\_\_ \$100.00 – Law Day October 30, 2006  
\_\_\_\_\_ \$100.00 – General Sessions Day 1 October 31, 2006  
\_\_\_\_\_ \$100.00 – General Sessions Day 2 November 1, 2006

Total: \_\_\_\_\_

Limited Availability:

\_\_\_\_\_ \$30.00 - Arizona Education Laws and Rules by Lexis Nexis 2006-07 edition  
\_\_\_\_\_ \$15.00 - Response To Intervention (NASDSE Publication)  
\_\_\_\_\_

Name (Please Print) :

\_\_\_\_\_ (First)

\_\_\_\_\_ (MI)

\_\_\_\_\_ (Last)

Agency (Please Print) :

Address (Please Print) :

\_\_\_\_\_ (Street Address)

\_\_\_\_\_ (City)

\_\_\_\_\_ (State)

\_\_\_\_\_ (Zip)

Phone (Please Print) :

E-mail (Please Print) :

Any specific accommodation for the conference (Please Print):

**Registration Deadline is October 23, 2006**

Please send purchase order or check along with your registration:

Mail to: Arizona Department of Education  
Exceptional Student Services  
ATTN: Miriam Podrazik  
1535 W Jefferson Bin 24  
Phoenix, AZ 85007

Phone: (602) 542-3184  
Fax: (602) 364-1115  
Email: CSPD@azed.gov

**2006 Director's Institute  
Shifting Gears**

***Recognizing Excellence in Special Education*  
Call for Nominations**

***DUE: Monday, October 9, 2006***

Do you know a teacher, administrator, student, parent or related service provider that ALWAYS goes the extra mile in the interest of teaching and learning? How about a school that does an outstanding job meeting the needs of all learners? We would like to recognize the best of the best this fall at the 2006 Director's Institute by presenting the Fourth Annual Director's Institute Awards. Nominate a teacher, parent, related service provider, administrator, or school for the following categories: (reproduce this page as often as needed):

**Impact in Classrooms and Learning**

This award will celebrate individuals or schools who have improved student achievement and skill acquisition.

**Leadership**

This award will celebrate individuals or schools who have improved curriculum, professional development, program design or other areas of leadership that needs to be recognized.

**Community**

This award will celebrate individuals or schools who have furthered the field of special education in the area of research, publishing, higher education, instruction, vocational, program design etc.

Category: \_\_\_\_\_

Your name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_  
=====

*About the person you are nominating:*

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_ Position/Job title: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

\_\_\_\_\_  
(Street/Mailing address) (City) (Zip)

In no more than 3 paragraphs, please describe how this individual or school qualifies as an outstanding contributor in the education of students with disabilities. Attach to this form and fax to (602) 364-1115 or email (include all the above required fields from this form and your brief recommendation) to CSPD@azed.gov. Nominations are due no later than 5:00 pm on October 9, 2006. Awardees will be selected and notified by October 15, 2006. Awards will be presented at the Director's Institute Awards Luncheon on November 1, 2006.

The contents of this publication were developed with funds allocated by the U.S. Department of Education under individuals with Disabilities Education Improvement Act Amendments of 2004.

*The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. The following person has been designated to handle inquiries regarding the non-discrimination policies:*

Debra K. Jacobs  
Deputy Associate Superintendent  
Administrative Services  
1535 W. Jefferson  
Phoenix, AZ 85007  
(602) 542-3186

Exceptional Student Services  
1535 West Jefferson  
Phoenix, AZ 85007

**Index code 65680**